

PCSGP Form 3—Narrative Response—Part 2 (If applicable)

Compliance with Individuals with Disabilities Education Act

Serving Students with Disabilities

GANAS Academy recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment. The school pledges to work in cooperation with the LAUSD SELPA to ensure that a free and appropriate public education ("FAPE") is provided to all students with exceptional needs. GANAS Academy will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, GANAS Academy will comply with AB 602, SELPA guidelines, and all California laws pertaining to special education students.

LAUSD SELPA

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1(a). It intends to continue operating as a single-District SELPA as in the current structure but has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). The Charter-operated Program schools will not have an LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from an LAUSD Special Education Director for the Charter-operated Programs.

GANAS Academy signed a Memorandum of Understanding ("MOU") between the school and the Los Angeles Unified School District which delineates the respective responsibilities of GANAS Academy and Los Angeles Unified School District with regard to the funding and delivery of special education and related services.

In accordance with the MOU, GANAS Academy remains a "school of the District," while retaining autonomy and responsibility for service delivery. The school is responsible for ensuring its special education programs and services are in compliance with federal and state education laws and regulations. LAUSD will continue to provide special education and related supports to GANAS Academy in order to assist the school in developing the capacity to meet the needs of students requiring an increased level of supports and services. GANAS Academy will provide special education services for students enrolled in the school to the extent required by law. The school reserves the right to contract with outside agencies and vendors

when appropriate to secure special education services, including administrative support services. GANAS Academy is responsible for the management of its special education budgets, personnel, programs and services with the exception of the services explicitly set forth as being provided by LAUSD. GANAS Academy will ensure that its special education personnel or contracted personnel are appropriately credentialed, licensed or on waiver consistent with California laws and regulations.

GANAS Academy will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the school. GANAS Academy may request related services (e.g., Psychological assessments, Counseling, Occupational Therapy, Adapted P.E., Nursing, etc.) from LAUSD, subject to availability and on a "fee-for-service" basis, by submitting written requests to the Charter Operated Program Director. The provision of such related service on a "fee-for-service" basis shall be in addition to any costs or reimbursements required of the school. GANAS Academy may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

LAUSD will provide GANAS Academy with timely and sufficient access to the following district operated services at no additional cost:

Least Restrictive Environment Support Facilitator Program (or Inclusion Program).

Consultation from the Autism Program Support Office.

Behavior intervention supports, including but not limited to, Behavior Intervention Case Manager services, Functional Analysis Assessments, assistance with development of a Behavior Intervention Plan, and behavior intervention therapy as required by Federal law.

LAUSD will assist GANAS Academy to develop the capacity to meet the needs of all students requiring an increased level of supports and services. If a student's needs require a level of services that cannot feasibly be provided at the school, LAUSD will work with GANAS Academy to seek an appropriate alternative placement within the district. To ensure clear and consistent practices, LAUSD will develop and disseminate to the school and LAUSD personnel policies and procedures for determining and implementing such placement offers.

Per Federal Law, all students with disabilities will be fully integrated into the programs of GANAS Academy, with the necessary materials, services, and equipment to support their learning and provide a free, appropriate public education. The school will ensure that any student with a disability attending GANAS Academy is properly identified, assessed and provided with necessary services and supports.

Individual Education Plans (IEPs)

GANAS Academy will meet all the requirements mandated within a student's IEP. The school will seek to include all students with special needs with their general education peers to the maximum extent appropriate according to their IEP. GANAS Academy will make time and facilities available to meet the needs of the student's IEP. The school

will actively adhere to all timelines mandated by the IEP and provide all stated services to enable the student to be successful, including providing the appropriate classroom accommodations and modifications, instructional strategies, and techniques.

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to GANAS Academy. The school will encourage open communication between the parents and the school for any items related to the special education services provided.

Child Find/ Search and Serve

GANAS Academy will comply with Child Find requirements as specified by law. The school will establish a referral and assessment process that brings together the parent/guardian, student, and school personnel to address any problems that interfere with a student's success at the school. This includes the procedures referred to as "search and serve" in which the school seeks to identify students with disabilities and promptly provides the appropriate services. This also includes a referral process to the Student Success Team ("SST"), which convenes to discuss early identification and early intervention to develop next steps for students who have been referred.

Special Education Strategies for Instruction and Services

GANAS Academy will comply with the federal mandate of the Least Restrictive Environment, meaning that the school will make every attempt to educate special education students along with their general education peers. GANAS Academy will mainstream all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that includes specialized instruction through GANAS Academy's extended school day and throughout the school year, including summer school when appropriate. Each student's IEP requires different kinds of accommodations and modifications for instruction and services; therefore, the educational strategies of the IEP will be built around the student's needs and how these fit within the general educational program of the school. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so. Support within the general education program will include accommodations, modifications, co planning, co-teaching, integrated Designated Instruction Services (DIS) support, and inclusion. Support outside of the classroom will include pullout for DIS and other related services and at times, pullout for resource instruction.

Parental Rights and Procedural Safeguards

GANAS Academy will support parents in advocating for their children's educational rights by complying with IDEA law regarding parental involvement. Parents will have the right to participate in IEP team meetings about the eligibility, assessment, or educational placement of their child and other matters relating to their child's FAPE. Parents who require translation will have access to a translated copy of the IEP within the IEP

timeline as well as live interpretation in meetings. Parents will have the right to examine their child's educational records, request an independent evaluation, and agree or disagree with placement decisions. Parents who disagree with placement decisions have the right to mediation and/or due process.

Eligibility for Higher Sub-grant Award

GANAS Academy meets the criteria listed in the RFA to be eligible for a higher sub-grant award.

GANAS Academy will serve students in transitional kindergarten through fifth grade in the neighborhood of Wilmington, a community in the City of Los Angeles located in zip code 90744. The high school graduation rate for the City of Wilmington is 56.6%, compared to an 80% graduation rate in Los Angeles.¹ The percentage of adults who possess a bachelor's degree is 7% - compared to 30% across Los Angeles.² This comparison indicates the presence of severe educational inequity in the area.

There are eight traditional district public schools in Wilmington - seven are elementary, one is a middle school, and one is kindergarten through eighth grade. Approximately 35% of the student population are English Learners, 11% are students receiving special education services, and 90% of students qualify for free or reduced lunch.³ We anticipate our students at GANAS Academy to mirror these demographics.

Students enrolled in these schools fall below the state and district proficiency rates as measured by the CAASP. On the 2017 CAASP 30% of students met or exceeded English standards versus 48% in the state and 40% in LAUSD. In math, 28% of students met or exceeded math standards compared to 38% in the state and 29% in LAUSD.

At GANAS Academy, we will establish a learning environment that fosters the growth and development of all learners. Through our thoughtfully designed educational program that provides rigorous curriculum, high-quality instruction, and positive character development, every student receives the supports necessary to achieve success and excellence in high school, college, and life.

In order to meet the unique needs of every learner, we will first begin by carefully identifying students in major subgroups - English Learners, socio-economically disadvantaged students, students achieving below grade level, Special Education students, foster youth, and students achieving above grade level. We will ensure every student receives the support necessary to fully access and grow in our academic curriculum and school culture.

¹ Bureau, US Census. "Census.gov." US Census Bureau. <http://www.census.gov/>.

² Ibid.

³ <https://www.cde.ca.gov/schooldirectory/>

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A Student Success Team (SST) will use a systematic, problem-solving approach to assist students who, despite a variety of supports, are failing to make adequate progress. The SST will review the effectiveness of previous and current interventions, clarify problems and concerns, develop strategies and organize resources, provide a system for school accountability, and serve to assist and counsel the parents, teachers, and student.

An SST is a general education function. A variety of students can benefit from an SST, including but not limited to, those students achieving below or above grade level, ELs, students with suspected special education needs, and students who have experienced emotional trauma or behavioral issues. Anyone who has on-going concerns about a student's achievement or social concerns can refer that student for SST consideration; anyone who is connected with that student may provide information to the SST meeting. These people may include, but are not limited to, teachers, parents, counselors, doctors, administrators, social workers, special education teacher, and school psychologist. Meeting attendance may be restricted by the Head of School. The meeting is designed to allow all parties involved to work together to create the best possible plan of action to support the child's unique needs.

The plans created by an SST will include additional instructional supports, a timeline for implementation, goals for the student, and means for assessment and re-evaluation.

GANAS Academy will ensure all students are held to the same high expectations of learning and academic achievement outlined in our vision. We will comply with federal, state, and District mandates regarding EL education and re-designation of English Learners. We will meet all requirements of federal and state law relative to equal access to the curriculum for English Learners. In order to support the learning, development, and success of English Learners at our school, we will adopt and implement LAUSD's English Learner Master Plan. Through the District's plan, we will provide strong, differentiated programmatic support that targets the individual needs of English Learners so that every student can fully access and benefit from our rigorous curriculum.

Our English Learners will receive robust language and academic supports. Through small group and individual intervention, full inclusion in content classes, designated and integrated ELD instruction, and trained classroom teachers, we will prepare all students to succeed in high school college, and life.

The design of GANAS Academy is also geared specifically towards the needs of socioeconomically disadvantaged students. We provide the structural, programmatic, and curricular elements that enable teachers to bridge their students' academic gaps and demonstrate strong academic achievement at all grade levels - regardless of socio economic status. Instructional methods and educational components at GANAS are designed to address the needs of this population.

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Students from low-income households or socio-economically disadvantaged backgrounds will be identified during our registration and enrollment process. Through the federal lunch program, we will identify students in this subgroup based on eligibility for free or reduced-price meals. According to 2017-2018 school year data from surrounding schools, we anticipate that approximately 90% of our students will be eligible based on economic status.

In order to meet the needs of these students, we will provide strategic supports and services to maximize daily learning potential. We believe in the unbound capabilities of all students and do not believe that socio-economic status determines life outcomes.

GANAS Academy commits to providing the COE with Year 1 data on the percentage of educationally disadvantaged students and students with disabilities for further eligibility determination.

